

Unit Planning Guide: Grade 5 Unit 2 of 9

Unit Title: Addition and Subtraction of Decimals	Pacing (Duration of Unit): 3Weeks
Grade: 5	Buffer Day(s): 1 week

Desired Results

Transfer Goals (Priority practice standards in **bold**)

Students will be able to independently use their learning to:

- MP.1. **Make sense of problems and persevere in solving them.**
- MP.2. Reason abstractly and quantitatively.
- MP.3. Construct viable arguments and critique the reasoning of others.
- MP.4. **Model with mathematics.**
- MP.5. Use appropriate tools strategically.
- MP.6. **Attend to precision.**
- MP.7. **Look for and make use of structure.**
- MP.8. Look for and express regularity in repeated reasoning.

Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

Prerequisite Standards:

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Standards (Priority Standards in **bold**):

- 5.NBT.1: Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and $\frac{1}{10}$ of what it represents in the place to its left.
- 5.NBT.2: Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
- 5.NBT.3: Read, write, and compare decimals to thousandths.
 - 5.NBT.3a: Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (\frac{1}{10}) + 9 \times (\frac{1}{100}) + 2 \times (\frac{1}{1000})$.
 - 5.NBT.3b: Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and

WIDA Standards(ELL)

WIDA for English Language Learners
 Standard 1: ELLs **communicate** for **Social and Instructional** purposes within the school setting
 Standard 3: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Mathematics**

<p>< symbols to record the results of comparisons.</p> <ul style="list-style-type: none"> 5.NBT.4: Use place value understanding to round decimals to any place. 5.NBT.7: Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. 	<p>In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports.</p>

Meaning (*Mostly assessed through Performance Tasks/Assessments)

<p>Big Ideas:</p> <ul style="list-style-type: none"> There are a variety of strategies models that can be used to represent and solve numerical expressions. Relationship between addition and subtraction(inverse operation). The decimal point separates the whole number part from the fractional part of a number. Addition and subtraction of decimals is based on the fundamental concepts of addition and subtraction of whole numbers, but uses fractional parts. 	<p>Essential Questions: (Questions which frame ongoing and important inquires about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)</p> <ul style="list-style-type: none"> How do we solve problems with whole numbers and decimals? Why is place value important when adding and subtracting whole numbers and decimals? What questions can be answered by adding and subtracting decimals? How are addition and subtraction of whole numbers related to addition and subtraction of decimals?
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Acquisition (*Mostly assessed through traditional summative assessments)

<p>Knowledge: Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.</p> <p><i>Students will know ...</i></p> <ul style="list-style-type: none"> • Relationship between addition and subtraction • Methods to add and subtract decimals to the hundredths <p>Key Academic Vocabulary:</p> <ul style="list-style-type: none"> • Addition Standard Algorithm • Subtraction Standard Algorithm • Visual Representations. • Addend, sum and difference 	<p>Skills: The discrete skills and process students should be able to use independently</p> <p><i>Students will be skilled at:</i></p> <ul style="list-style-type: none"> • Adding and subtracting decimals to the hundredths. (Applying) • Using concrete models and drawings. (Understanding) • Relating addition and subtraction. (Understanding) • Explaining reasoning to solutions. (Understanding)